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AUTHOR Peters, Richard
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ABSTRACT

One of a series of global education instructional materials, this unit on cooperation was designed to be infused with existing social studies courses aimed at students in grades 5-12. Concept-based and skills-oriented, this curriculum provides opportunities for students to develop an understanding of primary and secondary human goals; local, community, national, and international life space; human relationships among individuals, groups, and nations; and contemporary global issues/problems which require international cooperation for goals achievement. Following an introduction, the importance of combining geography education, ecological studies, and a sociological perspective in enhancing a student's global awareness is emphasized. A series of charts showing the concept to be taught, the topic, essential student outcomes, performance indicators, and content are included. These are accompanied by charts listing specific activities, print and nonprint materials, enrichment activities, and suggestions for evaluation. A rationale statement concludes the curriculum. (LH)

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# OUR COMMON HOME: EARTH

## A Curriculum Strategy to Affect Student Skills Development and Exposure to Diverse Global Natural/ Social Environments

Richard Peters, ED D

GLOBAL HORIZONS

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**Cooperation**

## ABOUT THE AUTHOR

Dr. Richard Peters has been directly involved with the design/development/delivery/monitoring/assessment of environmental education and global studies curricula since 1970.

Dr. Peters supervised the development of the PIE; PEOPLE IN THEIR ENVIRONMENTS, and SEA; STUDENT ENVIRONMENT AWARENESS programs for local schools, and HELP; HUMANS AND ENVIRONMENT LEARNING PROGRAM, for Global Horizons in 1982. Several manuscripts dealing with HELP and 'proactive action students' have been announced by ERIC.

Dr. Peters is currently a member of the International Activities Committee of the National Council for the Social Studies (NCSS), and is a lifelong member of Delta Tau Kappa (Florida State University) and Alpha Kappa Delta (University of Southern California). In 1982, Dr. Peters received a Fulbright Grant to study culture and history in India.

In 1976, the National Council for the Social Studies published <u>How To Teach About Human Beings and Their Environment</u> as part of its HOW TO DO IT SERIES for K-12 classroom teachers.

# INTRODUCTION

In 1965, the Association of American Geographers stated that "for the United States ... to participate effectively in world affairs, its leaders and citizens must have a coherent understanding of the earth's regions and people" .

The Commission on International Education of the American Council on Education (1984) stated that in ord · "to deal effectively with the multiplicity of prc ıems (America faces) in this shrinking world requires an increasing international competence" . In order to maintain and increase this competence, Americans must be prepared to understand other peoples and societies well enough to be able to work effectively with them on a broad range of economic, political, and social issues. [1]

In Guidelines for Geographic Education (1984), the National Council for Geographic Education stated that "Americans' ignorance ... of the world will have dire consequences for our nation's welfare, strength, and global interdependence and for the effects we have on people in other nations. WE must strive to understand how the actions of our society influence other societies and how their actions affect us. A sound geographic education provides the

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[1] Commission on International Education. What We Don't Know Can Hurt Us (Washington, DC: American Council on Education, 1984)

concepts, information, perspectives and skills needed to understand ourselves, our relationship to the earth, and our interdependence with other peoples of the world.

In short, geographic education can satisfy our deep need to know about other people and places, the natural environment, social environments, the capacity of the earth to support human life, and to enhance our perception of places and people on a global scale.

NOTE

In 1971, Dr. Peters was the recipient of a Meritorious Teacher award from the National Council on Geographic Education.

Environmental problems do not stop at national boundries. There is a need for humans to act, on a global scale, in order to solve common problems ... of common concern.

The Council On Environmental Quality [2] has stated that unless nations collectively take bold and imaginative steps toward improved social and economic conditions, reduced fertility, better management of natural resources, and protection of the environment, that the world in 2000 will be more crowded, more polluted, less stable ecologically, and more vulnerable to disruption than the world we live in now.

Ian McHarg has stated that if humans think of the world as a single interacting biosphere which includes not only ourselves but all of our antecedents, we see ourselves as united to all life.

According to Gerald Marker, humans must think about the world as SPACESHIP EARTH; that the fate of some of us quickly becomes the fate of all of us.

Lee and Charlotte Anderson have identified four bases for human interaction on a global scale:

> <u>biologically</u>; all humans are involved in the global community because all are members of a single, common species of life,

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[2] <u>Global 2000 Report to the President</u> (Washington, DC: U.S. Government Printing Office, 1980)

ecologically; all humans are part of the earth's biosphere, and inescapably linked to the planet's material and energetic structure,

culturally; all humans are enmeshed in culture, and in the modern world human culture has become a global environment,

and

psychologically; all humans are involved in the world system by virtue of the fact that the world external to any particular nation is the object of perceptions, attitudes, and beliefs, and reciprocally, that nation (and its people) is the object of the perceptions, attitudes, and beliefs of others.

Today, no nation is an island unto itself. Each and every nation is dependent upon others in some economic, military and/or political as well as social way. WE live in an age not of national independence but rather one of international interdependence.

Disease, famine, and natural disasters know no limits. Wherever there are people ... there you will find a clear-and-present danger of some nature and consequence. Certainly the threat of a nuclear holocaust impinges upon the lives of us all; whether the threat is perceived or not.

Since the conclusion of World War II, the Union of Soviet Socialist Republics and the United States of America have become military and political adversaries on a global scale. Beginning in the early 1960s, attempts to control the development, deployment, and ultimate use of nuclear weapon systems have been less than totally successful.

1963: LIMITED TEST BAN TREATY ended the atmospheric testing of nuclear weapons.

1967: OUTER SPACE TREATY banned the deployment of nuclear weapons in outer space.

1968: NONPROLIFERATION TREATY prevented the acquisition of nuclear weapons by additional countries.

1972: ABM TREATY limited the deployment of defensive anti-ballistic missiles.

SALT I limited the number of ballistic missiles which could be added to existing stock-piles.

On November 19 - 20 (1985) Ronald Reagan and Mikhail Gorbachev met at the SUMMIT (Geneva, Switzerland) to discuss a host of issues/problems of mutual (and global) concern.

HUMANS & ENVIRONMENT
LEARNING PROGRAM
(HELP)

OUR COMMON HOME: EARTH is a concept based, skills oriented curriculum guide series for grades 5-12.

This GlobeGuide is designed to be infused with existing and on-going social studies courses and programs of instruction.

# Note

The INTEGRATED INSTRUCTION AND LEARNING ENRICHMENT format employed with OUR COMMON HOME: EARTH provides the basis for lesson/unit organization and execution.

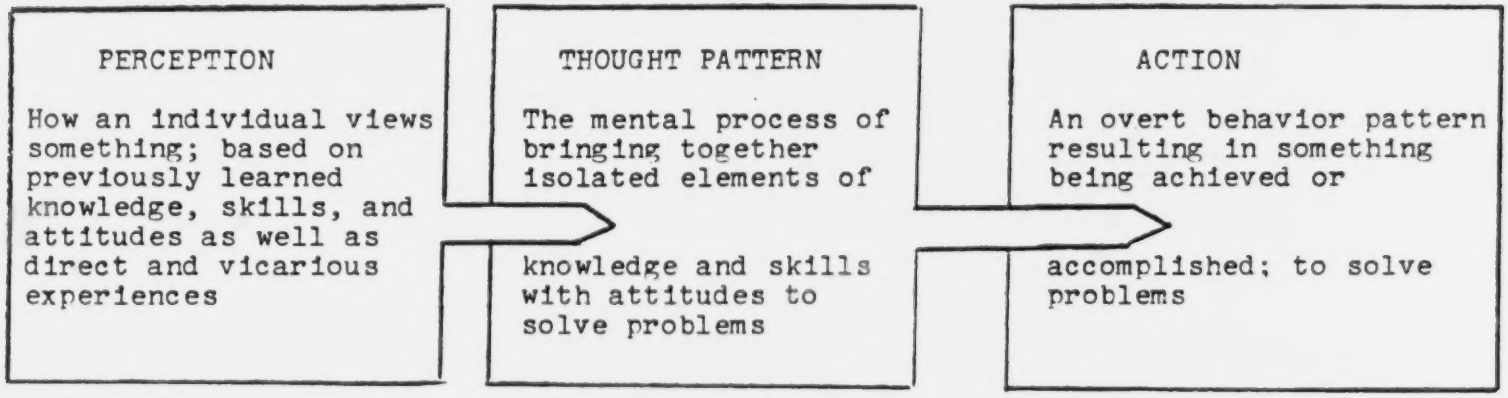
Flowing from left to right: from CONCEPT through EVALUATION, goals/objectives/activities/materials/ enrichment and evaluation strategies are designed to compliment each concept studies ... and to provide students with direct and vicarious exposure to global lifespace environments.

# Our Common Home

**Cooperation**

The Humans and Environment Learning Program is designed to create a multi-grade scope--and--sequence re: student awareness of/ exposure to/ interaction with diverse global (natural and social) environments both directly and vicariously.

The PROACTIVE ACTION MODEL (PAM) is used to involve students in inquiry-critical thinking-decision making activities and skills application/reinforcement and refinement projects.


PERCEPTION
How an individual views something; based on previously learned knowledge, skills, and attitudes as well as direct and vicarious experiences
THOUGHT PATTERN
The mental process of bringing together isolated elements of knowledge and skills with attitudes to solve problems
ACTION
An overt behavior pattern resulting in something being achieved or accomplished; to solve problems

Our Common Home: Earth is a series of global education instructional units for grades three through six. Our Common Home: Earth provides opportunities for student study of the character/nature of ... natural/social environments within the context of our contemporary world.

As a result of his/her involvement with Our Common Home: Earth, the individual student will:

a) gain exposure to diverse global environments;

b) be introduced to basic concepts re: natural and social environments;

c) develop perceptions re: global environmental relationships;

d) develop geography skills;

e) develop critical thinking/decision making/ research skills;

f) develop an understanding of how other human groups live;

g) develop an understanding of the relationship between their present lifespace environment and the world community.

| CONCEPT | TOPIC | ESSENTIAL STUDENT OUTCOMES | PERFORMANCE INDICATORS | CONTENT |
|---|---|---|---|---|
| Cooperation | Human Goals | Students will demonstrate an understanding of human goals; primary and secondary | Students will:<br>list any five primary human goals, e.g.,<br>companionship; personal/social<br>affection/love<br>freedom/self determination<br>food<br>shelter<br>lifespace/territory<br>safety/security<br>friendship(s)<br>discuss (in paragraph form) each primary human goal identified re: local community, nation-state, international lifespace.<br>list any five secondary human goals, e.g.,<br>fame/popularity<br>affluence<br>esteem/status<br>authority/power<br>wealth<br>discuss (in paragraph form) each secondary goal identified re: | Comparative study of how selected cultures/social groups achieve primary and secondary goals. |

| CONCEPT | TOPIC | ESSENTIAL STUDENT OUTCOMES | PERFORMANCE INDICATORS | CONTENT |
|---|---|---|---|---|
| | | | local community, nation-state, international lifespace. | |

| ACTIVITIES | INSTRUCTIONAL MATERIALS | | ENRICHMENT | EVALUATION |
|---|---|---|---|---|
| | PRINT | NON-PRINT | | |
| What is DIVISION OF LABOR? How can it help a culture/social group achieve primary/secondary goals?<br><br>How does SOCIAL CLASS/STATUS help a culture/social group achieve primary/secondary goals?<br><br>A study of diverse systems of government and how each achieves stated primary/secondary goals.<br>. democracy<br>. dictatorship<br>. monarchy | WHO AM I? WHO ARE YOU? Addison-Wesley 1983<br><br>COPING WITH CHANGING VALUES Rosen 1983<br><br>LEARNING ABOUT PEOPLES AND CULTURES McDouglas and Littell 1983<br><br>BUILDING A SUSTAINABLE SOCIETY Norton and Company 1981<br><br>POLITICS, POWER AND PEOPLE Watts 1983 | The Eight Stages of Human Life Human Relations Media (f/c)<br><br>Living With the Land Center for World Development Education (photo prints)<br><br>Beliefs and Values Shape Human Behavior United Learning (f/c)<br><br>Comparative Cultures NY Times (f/c)<br><br>Why Cultures Are Different United Learning (f/c) | Audiovisual reports, bulletin board displays, oral/written reports re: how different cultures/social groups achieve primary/secondary goals.<br><br>Students create a hypothetical situation and role play goal achievement. To be videotaped.<br><br>Students write to various local/state/national/international organizations re: stated goals and how each is to be achieved.<br><br>Students create an assembly line process based on division-of-labor. | Reports<br><br>Projects<br><br>Writing ability; self expression<br><br>Art work; self expression<br><br>Group activities<br><br>Independent activities/study<br><br>Quizzes/Tests |

| CONCEPT | TOPIC | ESSENTIAL STUDENT OUTCOMES | PERFORMANCE INDICATORS | CONTENT |
|---|---|---|---|---|
| Cooperation | Relationships | Students will demonstrate an understanding of human relationships among individuals/ groups/nations | Students will:<br><br>match vocabulary words and terms with correct definitions/explainations.<br><br>identify and discuss (in paragraph form) the characteristics of one (1) primary group and one (1) secondary group; differences/similarities re: organization/structure and relationships.<br><br>identify and discuss (in paragraph form) one (1) 20th Century successful attempt at international cooperation and one (1) unsuccessful attempt at international cooperation. What were the circumstances in each situation? How alike? How different? Why was one attempt successful and not the other? | Sociological study of group organizations and the types of relationships found therein, eg,<br><br>family<br>peer<br>school<br>church<br>civic club(s)<br>sport(s)<br>military<br>work<br>recreation<br>government<br>clique(s) |

| ACTIVITIES | INSTRUCTIONAL MATERIALS | | ENRICHMENT | EVALUATION |
|---|---|---|---|---|
| | PRINT | NON-PRINT | | |
| What is a PRIMARY GROUP? What individual/group needs are met?<br><br>What is a SECONDARY GROUP? What individual/group needs are met?<br><br>A comparative study of the five basic social organizations/ institutions in three selected cultures:<br>family<br>education<br>religion<br>economics<br>government<br><br>A study of three selected international organizations, eg,<br>United Nations<br>Red Cross<br>World Bank<br>International Court of Justice | DON'T SHOOT THE DOG! HOW TO IMPROVE YOURSELF AND OTHERS THROUGH BEHAVIORAL TRAINING<br>Bantam Books<br>1983<br><br>WORLD IN CHANGE<br>Oliver/Boyd<br>1983<br><br>WHO AM I? WHO ARE YOU?<br>Addison-Wesley<br>1983<br><br>COPING WITH CHANGING VALUES<br>Rosen 1983<br><br>GLOBAL RIFT<br>Morrow Quill Paperbacks<br>1981<br><br>INTERNATIONALISM: OPPOSING VIEWS<br>Greenhaven Press | Person to Person: Learning to Communicate<br>Sunburst (f/c)<br><br>Living With The Land<br>Center for World Development Education<br>(photo prints)<br><br>Me and Others<br>Educational Design (f/c)<br><br>Beliefs and Values Shape Human Cultures<br>United Learning<br><br>Human Behavior: Heredity vs Environment<br>Newsweek (f/c) | Students develop reports on topics such as:<br>Earth Day<br>Peace Movement<br>Save the Whale<br>Aid to Ethopia<br>Anti-War Movement<br>Nuclear Freeze<br>United Nations<br><br>Students develop reports re: family social relationships.<br><br>Students create a movement cause and organize efforts to achieve stated goals; role playing.<br><br>Students identify three PRIMARY/three SECONDARY social groups in the community and develop reports re: functions/ goals/roles etc.<br><br>Students do reports re: Reagan/Gorbachev SUMMIT meeting in 1985. Some aspect of the SUMMIT meeting, the pre-meeting publicity and preperations, television coverage/analysis, post-meeting comments/ press releases. | Reports<br><br>Projects<br><br>Writing ability; self expression<br><br>Art work; self expression<br><br>Group activities<br><br>Independent activities/study<br><br>Quizzes/Tests |





(Relationships)

PROACTION ACTIVITIES

Students identify three (3) contemporary global issues/problems which require international cooperation for goals achievement.

Each issue/problem identified is researched, data is collected and analyzed, and reports are developed.

A hypothetical situation; including the issue/problem, clearly stated goals/objectives, personalities/organizations, and situation specifics, is designed for each issue/problem identified.

Students develop and role play a scenario for each hypothetical situation.

Decisions are made, resolutions are adopted, policy statements are developed and put into action. Students role play these activities.

# S T A T E M E N T

As a student progresses through the several grades, there is a need for him/her to develop basic skills which will enable that person to mentally develop spatial relationships between diverse global environments and/or culture groups. Geographic education is the means by which goal achievement can occur.

As a student progresses through the several grades, there is a need for him/her to develop a basic understanding of the relationships between humans and their natural/social lifespaces as well as between culture groups ... in the economic, political, and social arenas of the day-to-day coexistence on OUR COMMON HOME: EARTH. Sociology blended with ecological studies is the means by which goal achievement can occur.

Blended together, geographic education, ecological studies, and a sociological perspective can enhance student awareness of/ exposure to/ direct or vicarious interaction with natural and social lifespace phenomena on a global scale. Students perceive the differences and similarities of natural environments and cultures, worldwide. They come to understand the characteristics of diverse settings and learn to appreciate the uniqueness of diverse culture traits.

Why do Hindus believe in reincarnation? Why do some societies practice polygamy? Why are women considered to be inferior to men ... in some societies? Why, in some societies, are individuals considered guilty until proven innocent? Why are some people nomadic?

There are endless hundreds of questions to be posed by students as they study the nature and character of diverse global natural/social environments.